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Condensed findings of a comprehensive survey of parent attitudes in a new inner-city high school administrative district are presented in a folder designed primarily for the supporting community. The survey used stratified random sampling procedures involving geographical distribution, race, and grade level of the students living in the area in May 1968. Personal interviews were conducted between November 1968 and February 1969 of 751 parents, 84.4 percent of whom were Negro. The purpose and nature of the survey are explained and special attention is given to general characteristics of the survey area, interviewers, parents and their attitudes toward the schools, evaluation of the students' performance, school books and facilities, the curriculum, parents' involvement with the schools, discipline and security, discrimination and rejection, and community involvement. A related document is EA 002 464. (JK)

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OVERBROOK CLUSTER PARENT SURVEY 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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APRIL 1969

THE SCHOOL DISTRICT OF
PHILADELPHIA
21st Street South of the Parkway
Philadelphia, Pa. 19103

Copies of both this summary brochure and a more detailed report are available from the Office of Informational Services, Room 224.

SURVEY AREA

● ELEMENTARY SCHOOL

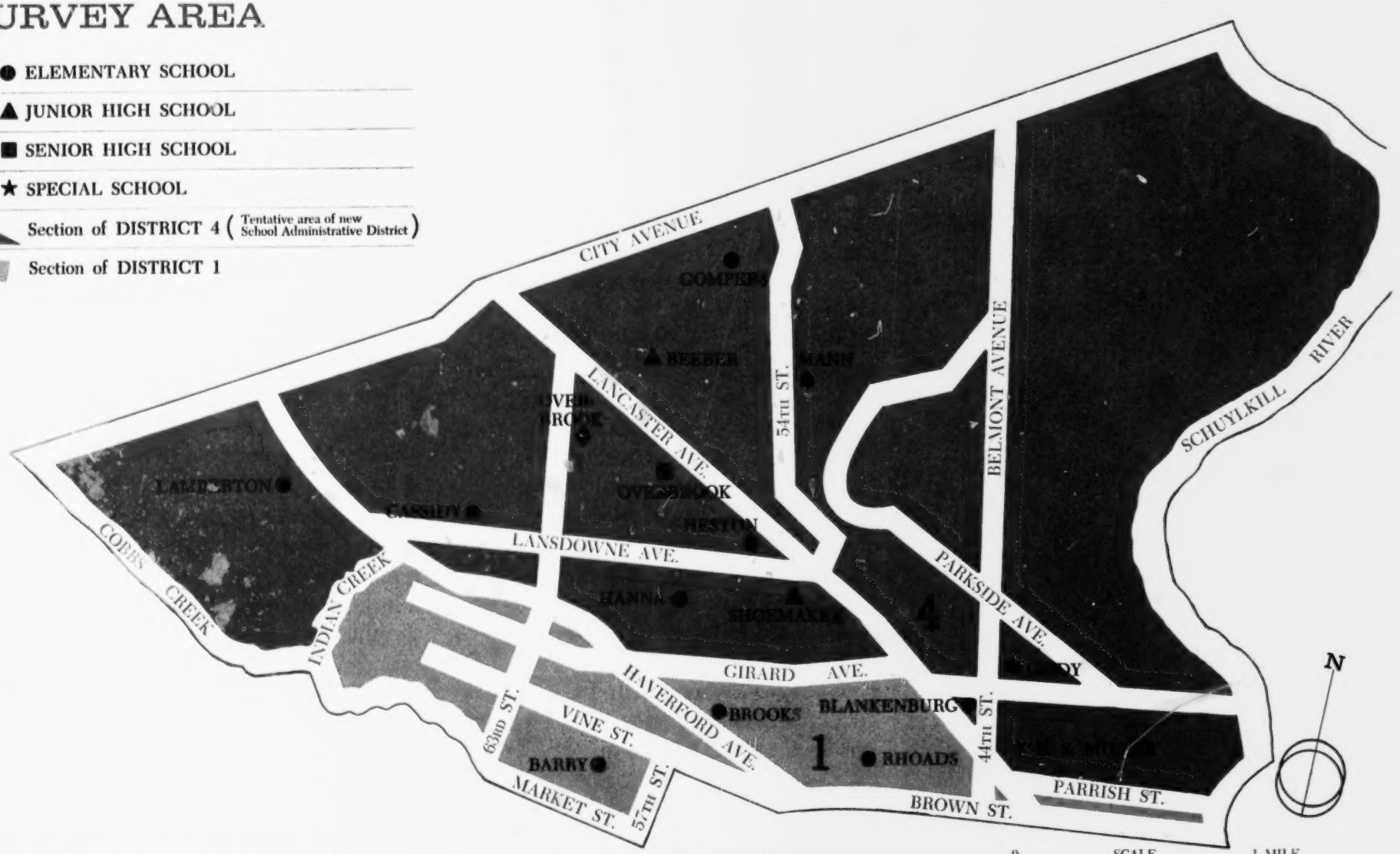
▲ JUNIOR HIGH SCHOOL

■ SENIOR HIGH SCHOOL

★ SPECIAL SCHOOL

Section of DISTRICT 4 (Tentative area of new School Administrative District)

Section of DISTRICT 1



PREPARED BY THE DIVISION OF ADMINISTRATIVE AND SURVEY RESEARCH —APRIL, 1969

FOREWORD

This survey of parental experiences, concerns, and attitudes regarding the public school system in Philadelphia is one of a series of recent research efforts by the Division of Administrative and Survey Research to strengthen school-community communications, and thus provide a sounder basis for arriving at the crucial decisions demanded in urban education today. In planning for increased community involvement and participation in school affairs, it is essential that parents as individuals be polled for their views, and the positions reflected considered carefully along with those stated by formally organized groups and community spokesmen. This type of activity, moreover, may serve to make the entire community better prepared to take full advantage of the developing opportunities and responsibilities in helping to provide a more relevant and more adequate education for all children.

The present research was designed to achieve a broadly representative assessment of the views of parents of public school children living in the geographical area from which students are drawn for Overbrook High School, a large part of which had been designated a new but not yet operating school administrative district in West Philadelphia. The need for this assessment was formally expressed during the summer and early fall of 1968 at a series of meetings attended by a number of community leaders and by representatives of the Philadelphia Federation of Teachers, the later formed Overbrook Cluster Committee, and the School District.

The research consisted of personal interviews, conducted from November of 1968 to February of 1969, with 751 parents of children enrolled in the public schools in May 1968, and living in the area. The names of the parents were selected on a random probability basis, stratified by geographical distribution, race, and grade level of the students within the area. The sample of parents surveyed reflected the racial composition of the students in the community within a margin of 0.3 percent, and the grade level of students within a margin of 2.0 percent. The responses for any single question in the survey reflect the opinions of all parents of public school children in the survey area at the time of the survey, to within a 3.5 percent margin of error.

The Office of Research and Evaluation wishes to express its sincere appreciation to those parents who willingly gave their time and attention to the survey. We also wish to extend our gratitude to the interviewers and other staff whose dedication to the project made possible its successful completion. Also to be acknowledged is the valuable support of the Philadelphia Federation of Teachers and of the community groups and other individuals who have contributed their time and thought.

Analysis of the findings of this survey, and the preparation of both the summary and detailed reports, have been the sole responsibility of the Division of Administrative and Survey Research of the Office of Research and Evaluation. For those interested, the more detailed report can also be obtained from the Office of Informational Services.

DANIEL R. FASCIONE
Director
Administrative and
Survey Research

OVERBROOK CLUSTER PARENT SURVEY

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INTERVIEWERS

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Mrs. Josephine Lucas
Mrs. Linde Palmerio
Mrs. Elnora Purnell
Mrs. Otilia Robinson
Mrs. Geraldine Rogers
Mrs. Marian Soulds
Mrs. Bobbi Welsh

As part of its contribution to the survey, the Philadelphia Federation of Teachers assigned Larry Birchette, and later Edward Johnson, to work part-time in the field office.

SIGNIFICANT DATES

Project approved by Board of Education: September 9, 1968
Field Office opened: October 1, 1968
Interviewing began: November 1, 1968
Field Office closed: January 31, 1969
Interviewing completed: February 10, 1969

WHY A SURVEY?

In the spring of 1968, the Board of Education established a new administrative district in West Philadelphia, which is to begin operating in the 1969-70 school year. This new district covers a large part of the area for the present survey. A survey of this type, however, has relevance for the entire city.

Certain community leaders, in the summer and fall of 1968, urged that parents of public school children living in the Overbrook Cluster be given every opportunity to express their attitudes and ideas about education and the operations of the schools.

The Philadelphia Federation of Teachers endorsed the idea of a representative survey as one means of increasing parents' participation in school affairs. The Federation provided some funds and contributed staff services for the field-work phase of the survey. Neither they, nor any other interested group, however, has been involved in the analysis of the findings or in the preparation of any official reports.

The School District of Philadelphia is committed to increasing the involvement of local communities in public education, and is actively planning for the decentralization of many school activities.

This survey is an integral part of the School District's efforts to increase communication between the school administration and its pupils and parents, teachers and administrators, and the community at large.

NATURE OF THE SURVEY

The survey was conducted in the area from which students are drawn for Overbrook High School. The survey area includes parts of the present Districts 1 and 4 in West Philadelphia.

The Philadelphia Federation of Teachers contributed $1,950 in funds and staff services to the project. The balance of funds ($10,000) and staff services were available for this purpose from the School District's Division of Administrative and Survey Research, which was responsible for the conduct of the project.

Both the Study Plan and the interview schedule developed by the School District's Division of Administrative and Survey Research were reviewed by the new district's administrative staff, the Philadelphia Federation of Teachers, the Overbrook Cluster Committee, and representatives of numerous community groups from the area. It is important to note that not all of those involved agreed completely on the need for a survey or on the individual items to be included in an interview schedule.

The Fieldwork Supervisor and the interviewers were engaged by the School District for the duration of the fieldwork. Interviewers were recruited from the survey area and received extensive training.

The results of this survey are based upon 751 personal interviews with parents of children enrolled in the public schools in May, 1968. All interviews were conducted in the parents' home, with over 99 percent involving a dialogue between parents and interviewers of the same race.

Parents were selected on a random probability basis, stratified by known characteristics of geographical distribution, race, and grade level of students in the survey area.

The results of this survey can be projected to all parents of public school students residing in the survey area during the interviewing period within a 3.5 percent margin of error.

IN READING THE REPORT . . .

"Don't know" or "no answer" responses are not shown when less than ten percent of parents replied in this way to a particular question.

Differences between the replies of racial groups, and the replies of parents with children at different grade levels, are printed in color when they are statistically significant at the .05 level—that is, they would not have occurred by chance 95 times out of a hundred.

When the total for any column of percentages exceeds one hundred, it is due to the fact that some parents interviewed offered more than one response to the question.

While the sample was selected on the basis of May, 1968, enrollment figures, grade levels K-6, 7-9, and 10-12 shown in the report refer to actual grade placement at the time of the survey. For this reason, the combined total is slightly less than the total of parents interviewed because some children had left the public schools during the intervening period. The K-6 category includes children in special education classes.

GENERAL CHARACTERISTICS OF SURVEY AREA

POPULATION (1960 CENSUS)

Number	147,661
Percent Negro or Black	47%
Percent Caucasian or White, Others	53%

MEDIAN INCOME OF FAMILIES AND UNRELATED INDIVIDUALS (1960 CENSUS)

In Survey Area	$5,048
City-Wide	$4,789

MEDIAN SCHOOL YEARS COMPLETED OF PERSONS 25 AND OVER (1960 CENSUS) 9.6

STUDENTS ENROLLED IN PUBLIC SCHOOL

	May 1968	1960-61 (Estimated)
Number	23,919	20,887
Percent Negro or Black	84%	66%
Percent Caucasian or White, Others	16%	34%
Pre-School-Grade 6	56%	58%
Grades 7-9	23%	27%
Grades 10-12	21%	15%

NUMBER OF PUBLIC SCHOOLS

Elementary	12
Junior High	2
Senior High	1
Special Class Center	1

GENERAL CHARACTERISTICS OF INTERVIEWERS

Number of Interviewers	20
Negro or Black	16
Caucasian or White	4
Average Age	37
Number Married	16
Women	18
Men	2

GENERAL CHARACTERISTICS OF PARENTS INTERVIEWED

NUMBER OF PARENTS INTERVIEWED	(751)
Percent Negro or Black	84%
Percent Caucasian or White, Other	16
GRADE LEVEL OF SELECTED STUDENT IN HOUSEHOLD (1967-68)	
Pre-School through Grade 6	54%
Grades 7 through 9	24
Grades 10 through 12	22

RELATIONSHIP OF PERSON INTERVIEWED TO STUDENT	
Mother	81%
Father	6
Grandparent	6
Aunt, Uncle	2
Older sibling	2
Other relative	3
NUMBER OF CHILDREN IN HOUSEHOLD ATTENDING PUBLIC SCHOOL AT TIME OF SURVEY	
One	23%
Two	30
Three	18
Four	13
Five and more	15
Average per household	2.8
AVERAGE TIME PER INTERVIEW	42 minutes
TOTAL HOMES VISITED IN SURVEY AREA	(1,168)
Respondent contacted and interviewed	65%
Respondent contacted and refused	3
Family moved, address unknown or outside survey area	10
No one home after three visits	10
Incorrect address	4
Vacant house, not a dwelling	4
Miscellaneous reasons	4

The word "parent" is used throughout this report to refer to those persons interviewed in the survey. As indicated above 13 percent of the interviews were conducted with a person other than the parent.

GENERAL ATTITUDES TOWARD THE SCHOOLS

"DURING THE NEXT YEAR,
WILL THE SCHOOLS—

	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents	Among Parents of Children in Grades K-6	7-9	10-12
Number of Parents	(751)	(634)	(117)	(344)	(163)	(193)
BECOME BETTER	40%	41%	29%	42%	35%	40%
BECOME WORSE	15	12	35	11	15	22
REMAIN ABOUT THE SAME	42	44	33	44	47	36

When parents with children in school three or more years were asked whether the schools helped develop their child's ability, 86 percent said yes, 11 percent said no, and three percent expressed no opinions. There was no significant difference here between the responses of Negro or Black, and Caucasian or White parents, although more parents with children in the schools from 3 to 6 years said the school developed their child's abilities (89%) than parents with children in the schools from 10 to 12 years (80%).

"DID YOU EXPECT YOUR CHILD TO GET MORE OUT OF SCHOOL THAN HE HAS GOTTEN SO FAR, OR HAS HE GOTTEN OUT OF SCHOOL AS MUCH AS EXPECTED?"

	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents	Among Parents of Children in Grades K-6	7-9	10-12
Number of Parents	(751)	(634)	(117)	(344)	(163)	(193)
CHILD GOT AS MUCH AS EXPECTED OUT OF SCHOOL	54%	50%	67%	61%	49%	45%
CHILD WAS EXPECTED TO GET MORE OUT OF SCHOOL	40	43	28	34	42	50

Among those who expected child to get more out of school:

"IN WHAT WAY SHOULD HE (OR SHE) HAVE GOTTEN MORE OUT OF SCHOOL?"

Number of Parents	(304)
Student not taught enough, "pushed ahead" too fast	34%
Student apathetic, doesn't apply himself, to blame generally	33
Not enough class time in reading	12
Staff should have been larger, better	10
Curriculum poor	8
Other reasons	18

EVALUATION OF THE STUDENT'S PERFORMANCE

"HOW DO YOU RATE YOUR CHILD'S GENERAL ABILITY?" Number of Parents (751)	Average 70%	Above average 19%	Below average 10%
Number of Parents	(751)	(751)	(751)
"Does your child read as well as he should for his age?"	Yes 69%a/ No 29		
"Is your child's writing as good as it should be for his age?"		Yes 77%a/ No 22	
"Is your child's arithmetic as good as it should be for his age?"			Yes 76%a/ No 23
Among those saying "no" to each question: "Why not?"	(221)	Number of Parents (163)	(170)
Students don't practice enough, lazy, apathetic	30%	28%	25%
Students slow, sloppy, poor coordination, incapable	25	37	24
Students physical, or emotional, handicap	5	4	2
TOTAL STUDENT FOCUSED REPLY	60%	69%	51%
Schools don't teach enough	12	10	12
Books, facilities inadequate	8	1	—
Teachers, teaching methods poor	5	1	9
Not enough teachers	3	1	2
Other, school to blame in general	1	—	7b/
TOTAL SCHOOL FOCUSED REPLY	29%	13%	30%
Parents don't help enough	1	1	2
Don't know	10	17	14

Asked whether the school provides enough or not enough teachers whose special job is to improve the children's reading, 60 percent of those expressing opinions said "not enough," 40 percent said "enough."

a/ *The percent answering "yes" among Caucasian or White parents was 86 percent for each of the three questions.*

b/ *"New math" confusing.*

"SUPPOSE AN ELEMENTARY STUDENT WAS READING BELOW THE LEVEL FOR HIS GRADE, IS IT BETTER FOR THE STUDENT TO—

	Total Sample	Among Parents of Children in Grades K-6	7-9	10-12
Number of Parents	(751)	(344)	(163)	(193)
REPEAT THE GRADE	52%[a/]	50%	51%	59%
BE PROMOTED TO THE NEXT GRADE	45 [b/]	47	46	39

"DO YOU HAPPEN TO KNOW WHETHER YOUR CHILD TOOK ANY STANDARDIZED TESTS IN SCHOOL, LIKE THE IOWA TESTS OR IQ TESTS?"

Number of Parents (751)

Yes, child took tests	52%[c/]
No, child didn't take tests	21
Don't know	27
	100%

Among those saying yes:

"WOULD YOU SAY YOUR CHILD PERFORMED ON THESE TESTS AS WELL AS A CHILD HIS AGE SHOULD PERFORM?"

Number of Parents (392)

Yes	50%
No	12
Don't know	38
	100%

a/ *Four percent agree but only with extra classes, tutors, or attention in reading in the repeated grade.*

b/ *Thirty-five percent agree but only with extra classes, tutors, or attention in the following grade.*

c/ *Eighty-one percent among Caucasian or White parents.*

SCHOOL BOOKS AND FACILITIES

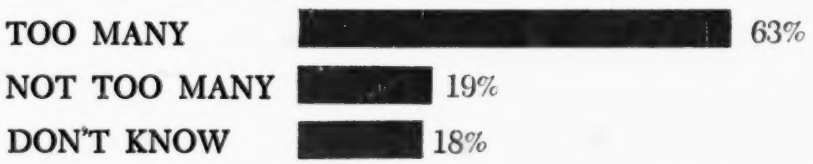
"DO THE SCHOOLS PROVIDE STUDENTS WITH ENOUGH, OR NOT ENOUGH—

	Percents Among Those With Opinions	Number of Parents (751) Percent of Total Sample Without Opinions
BOOKS IN CLASS	79% / 21%	15%
BOOKS DEALING WITH THINGS STUDENTS ARE INTERESTED IN	66% / 34%	15%
BOOKS TO TAKE HOME	65% / 35%	6%
CROSSING GUARDS	66% / 34%	51%
LUNCHROOM FACILITIES	51% / 49%[a/]	22%

"HOW DO STUDENTS GET TO SCHOOL?"				
	Walk	66%	School Bus	9%
	SEPTA	30%	Other	4%

a/ *Among the parents of elementary school children, fully 80 percent said their child's school did not have enough lunchroom facilities.*

"DOES THE SCHOOL YOUR CHILD ATTENDS HAVE TOO MANY CHILDREN OR NOT?"



"HOW MANY STUDENTS ARE IN YOUR CHILD'S CLASS?"

	Number of Parents (751)
25 or less	9%
26-30	16
31-35	18
36-40	15
41+	5
Don't know	37
	100%

FOR EACH CLASS SIZE, IS THIS NUMBER . . .

Class Size	Too Large	About Right	Too Small	Don't Know	Total
25 or less	8%	86%	2%	4%	100%
26-30	42	52	2	4	100%
31-35	62	33	—	5	100%
36-40	76	18	—	6	100%
41+	72	16	—	12	100%
	53%	40%	1%	6%	100%

THE CURRICULUM

"HAVE THE SCHOOLS TAUGHT ENOUGH OR NOT ENOUGH ABOUT—	Among Those With Opinions	Qualified Other Opinions	Number of Parents (751) Percent of Total Sample Without Opinions
RIGHT FROM WRONG	85% / 13%	2%	13%
GETTING ALONG WITH OTHERS	81% / 18%	1%	11%
MUSIC AND ART	70% / 29%	1%	10%
PEOPLE'S LEGAL RIGHTS	70% / 30%	—	59%[b/]
MATHEMATICS AND SCIENCE	68% / 30%	2%	4%
READING AND WRITING	66% / 33%	1%	3%
FINDING A GOOD JOB	42% / 58%	—	71%[b/]
AFRICAN AND AFRO-AMERICAN HISTORY	20%[a/] / 78%[a/]	2%	28%

a/ *Among Negro or Black parents with opinions: Enough African and Afro-American history, 18%, not enough 82%. Respective percent among Caucasian or White parents: 55% and 19%, with an additional 26% saying too much was taught.*

b/ *Not asked parents of elementary school children.*

PARENTS' INVOLVEMENT WITH THE SCHOOLS

"DURING THE PAST YEAR DID YOU EVER TALK WITH YOUR CHILD'S TEACHER?"

Number of Parents (751)	
YES	63%[a/]
NO	35%

Among those who said "yes":

"WHAT DID YOU TALK ABOUT WITH THE TEACHER?"

Number of Parents (473)	
Student's academic work	53%
Student's behavior in general	35
Discipline	17
Parent's help with homework	6
Student's emotional problem	5
Other	4

"AND DID YOU FIND THE TEACHER GENERALLY"—

Helpful	88%[b/]
Not helpful	6

a/ *As high as 76 percent among parents of elementary school children, 47 percent among parents of senior high school students.*

b/ *Seventy-seven percent among Caucasian or White parents.*

"DID YOU EVER VISIT SCHOOL DURING SCHOOL HOURS?"

	Number of Parents (751)
YES	64%[a/]
NO	35

Among those who said "yes":

"WHAT WAS YOUR REACTION TO THE SCHOOL?"

	Number of Parents (478)
POSITIVE REACTION TO	
School in general	43%
Order, discipline	20
Teachers	17
Students	5
Curriculum, facilities	3
Other	4
NEGATIVE REACTION TO	
Disorder, lack of discipline	14
Inadequate facilities	9
Poorly qualified staff	7
Other	5

a/ *Seventy-six percent among parents of elementary school children, 49 percent among parents of senior high school students.*

"DOES YOUR CHILD'S SCHOOL HAVE A HOME AND SCHOOL ASSOCIATION, OR SOME TYPE OF PARENTS' GROUP?"

	Number of Parents (751)
YES	93%
NO	2%

Among those who said "yes":

"DID YOU HAPPEN TO ATTEND ANY MEETINGS?"

	Number of Parents (698)
YES	33%

While 33 percent of those aware of meetings attended them, the figures varied greatly depending upon the grade level of the child in school. As many as 44 percent of the parents of elementary school children attended meetings, compared with 24 and 19 percent for the parents of junior and senior high school students.

	Number of Parents (228)
NO	52%
NO RESPONSE	15%

"WHAT WAS YOUR REACTION TO THE MEETING(S)?"	
Informative, interesting	66%
Other positive remarks	7
Uninformative	6
Other negative remarks	9
No answer	12

"WHY DIDN'T YOU ATTEND?"	Number of Parents (363)
Hours inconvenient	43%
Need someone home to care for children, elderly	18
Informed too late	5
Distance, no transportation	4
Other reasons	8
No answer	22

"WHEN YOU WANT TO TALK TO SOMEONE AROUND HERE ABOUT THE SCHOOL, WHO DO YOU GENERALLY TALK TO?"

	Number of Parents (751)
Friends, neighbors, relatives	19%
Someone at school (unspecified)	19
Principal of school	18
Home & School Association, Coordinator	11
Teacher in school	9
No one, cannot talk to anyone	8
Committeeman, mayor, ward chairman	4
Superintendent of schools	3
Others	3
Don't know, no answer	16

"WHEN YOU REALLY THINK ABOUT IT, WHAT ORGANIZATION AROUND HERE WOULD REPRESENT YOU BEST IN DEALING WITH THE PEOPLE WHO OPERATE THE SCHOOLS AROUND HERE?"

	Number of Parents (751)
No answer, don't know, none	73%
Home and School Association	11
Overbrook Civic Association	3
Religious person or institution	2
Haddington Leadership Organization	2
Wynnefield Residents Association	2
Other Neighborhood Improvement Organizations, Block Clubs	2[a/]
Boy, Girl Scouts	1
N.A.A.C.P.	1
Young Great Society	1
Miscellaneous	2[b/]

a/ *Includes Belmont Council, Conestoga Community Association, Mantua Civic Association, Mantua Avenue Committee, Mantua Project, Ogden Civic Association, Opportunities Industrialization Center, Otter Street Block Club, Parkside Civic Association, Residents Association, West Mill Creek Betterment Council, Wynnefield Committee, and the Wynnefield-Balwynne Parks Civic Association.*

b/ *Includes City Hall, Civic Club at Raymond Rosen, Congress of Racial Equality, 44th Ward, Student Non-Violent Coordinating Committee, Urban League, Veterans of Foreign Wars, Welfare, West Philadelphia Progressors, Young Men's Christian Association.*

DISCIPLINE AND SECURITY

"ARE THERE ENOUGH OR NOT ENOUGH PERSONNEL IN THE SCHOOL TO PROPERLY SUPERVISE THE STUDENTS?"

	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents	Among Parents of Children in Grades K-6	7-9	10-12
Number of Parents	(751)	(634)	(117)	(344)	(163)	(193)
ENOUGH	44%	43%	50%	49%	42%	40%
NOT ENOUGH	31	31	32	26	31	37
QUALIFIED ANSWER	1	1	2	1	1	—
DON'T KNOW	24	25	16	24	26	23

"WHEN YOUR CHILD IS IN SCHOOL, DO YOU USUALLY FEEL HE WILL BE SAFE, OR DO YOU USUALLY FEEL HE MAY BE HURT?"

	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents	Among Parents of Children in Grades K-6	7-9	10-12
Number of Parents	(751)	(634)	(117)	(344)	(163)	(193)
STUDENT—WILL BE SAFE	80%	82%	65%	87%	75%	73%
MAY BE HURT	15	14	22	10	20	21
QUALIFIED ANSWER, DON'T KNOW	5	4	13	3	5	6

Differences on this issue were sharpest between Black and White parents of secondary school children; 78 percent of Black parents of secondary school students felt their child would be safe, compared to 48 percent of White parents. There were no significant differences between Black and White parents of elementary school children.

"AMONG THOSE PARENTS WHO FELT THEIR CHILD 'MAY GET HURT':"

"WHY DO YOU FEEL THIS WAY?"	Number of Parents (123)
Violence in or near school	85%
Racial disturbances	11
Weapons on students	9
Development of fear, anxiety in student	9
Other	6

"WHAT CAN THE SCHOOL ADMINISTRATION DO TO MAKE SCHOOL SAFER?"

Increase school security	28%
More police around school	19
Firmer teachers, more disciplinarians in school	19
Expel "trouble makers"	6
Nothing can be done	8
Other	10
Don't know	26

"HOW DO YOU FEEL ABOUT DISCIPLINE IN THE SCHOOLS?"

	Number of Parents (751)	
Support use of discipline in general	52%	53%
Support use of discipline but with parental approval	1	
Support use of physical punishment, spanking	16	18%
Support use of physical punishment, but with parental approval	2	
Discipline in general should be reduced, discouraged	6	17%
Physical punishment should be reduced, discouraged	11	
Parents should discipline more	9	24%
Parents should be advised more about child's discipline problem	7	
Teachers should be respected more	5	
Teachers too lax, too fearful of students	3	

STUDENTS NEEDING DISCIPLINE SHOULD BE:

Detained after school or recess	11	37%
Denied privileges, assigned jobs in school	6	
Assigned extra homework, school work	5	
Expelled, sent home	4	
Disciplined in whatever way teacher feels best	11	
Other responses	8	

DISCRIMINATION AND REJECTION

	"DURING THE PAST YEAR, DID YOUR CHILD EVER FEEL DISCRIMINATED AGAINST IN SCHOOL FOR ANY REASON, OR NOT?"			"DURING THE PAST YEAR, HAVE YOU EVER FELT ANY FORM OF DISCRIMINATION AGAINST YOU FROM THE SCHOOLS FOR ANY REASON, OR NOT?"		
	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents	Total Sample	Among Negro or Black Parents	Among Caucasian or White Parents
Number of Parents	(751)	(634)	(117)	(751)	(634)	(117)
YES, FELT DISCRIMINATED AGAINST	13%	12%	23%	7%	6%	8%
NO, DIDN'T FEEL DISCRIMINATED AGAINST	85	86	76	92	93	91

AMONG THOSE PARENTS SAYING THEIR CHILD WAS DISCRIMINATED AGAINST IN SCHOOL

Number of Parents (101)

TYPE OF DISCRIMINATION AGAINST STUDENT		
Racial Discrimination		80%
General favoritism	44	
Verbal attacks, obscenities	11	
Minor physical contact	11	
Major physical assault	2	
Lower grades for performance	3	
Other	9	
Religious Discrimination		2
Neighborhood Discrimination		3
Types of discrimination vague, unspecified		20

SOURCE OF DISCRIMINATION	
Teachers	32%
Principals	16
Students	23
Others	9
No answer	26

AMONG THOSE PARENTS SAYING THEY WERE DISCRIMINATED AGAINST AT SCHOOL

Number of Parents (50)

TYPE OF DISCRIMINATION AGAINST PARENT		
Racial Discrimination		68%
General favoritism	54	
Verbal attacks, obscenities	8	
Minor physical contact	2	
Other, or vague responses	4	
Type of discrimination vague, unspecified, no answer		32

SOURCE OF DISCRIMINATION	
Teachers	18%
Principals	40
Other Parents	12
Others	6
No answer	24

COMMUNITY INVOLVEMENT

"As you may know, the schools for the entire City of Philadelphia are now legally administered by a School Board, whose members are selected by the Mayor."

"The School Board now makes decisions which affect the schools of the City."

"Now, some people have suggested school committees for various parts of the City made up of parents and other adults who live in those parts of the City."

"These people would help make decisions about the schools in their own community."

"WHEN YOU THINK ABOUT IT, WOULD THESE SCHOOL COMMITTEES BE A GOOD IDEA, OR NOT?"

		Among Negro or Black Parents	Among Caucasian or White Parents
Number of Parents	(751)	(634)	(117)
GOOD IDEA	68%	69%	56%
NOT A GOOD IDEA	23	19	42
QUALIFIED ANSWER[a/]	2	3	—
DON'T KNOW	7	9	2

AMONG THOSE WHO SAY IT IS A "GOOD IDEA," "WHAT MAKES YOU FEEL THAT WAY?"

	Number of Parents (519)
Community better understands school needs	40%
Community more interested, concerned in schools	22
Vague, "just a good idea"	13
Involvement a right of parents	12
Improve school-community relations	7
Better for students	3
Good idea, but only if qualified parents on committee	4
Other	9

AMONG THOSE WHO SAY IT IS "NOT A GOOD IDEA," "WHAT MAKES YOU FEEL THAT WAY?"

	Number of Parents (187)
Community, parents not qualified	44%
Lead to lack of standardization in schools, curriculum	18
Would be discriminatory, lead to cliques, in groups	18
Must avoid strike like New York's	12
Vague, "just a bad idea"	7
No need for change	6
Increases bureaucracy	3
Opposes "decentralization"	3
Other	8

a/ *A good idea in some respects, not a good idea in other respects.*

AMONG THOSE WHO SAY SCHOOL COMMITTEES ARE A GOOD IDEA:

"WHAT KINDS OF DECISIONS SHOULD THIS COMMITTEE HELP TO MAKE?"	Percent of Those Saying School Committees Are a Good Idea	Percent of Total Sample
Number of Parents	(519)	(751)
CURRICULUM	26%	17%
ALL THINGS, THINGS IN GENERAL	24	16
FACILITIES, LUNCHROOM	18	11
DISCIPLINE	17	11
BUSSING, TRANSPORTATION	13	9
HOMEWORK, EXTRA-CURRICULAR REMEDIAL WORK	9	6
HIRING, FIRING OF TEACHERS	7	5
CLASS SIZE	5	4
CONSTRUCTION OF BUILDINGS, NEW SCHOOLS	5	4
BUDGET ALLOCATIONS	5	3
ESTABLISH TEACHER QUALIFICATIONS	4	3
SECURITY	4	3
HIRING, FIRING STAFF IN GENERAL	3	2
HIRING, FIRING PRINCIPALS	2	1

THE SCHOOL DISTRICT OF PHILADELPHIA

EXECUTIVE CABINET

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Superintendent

ROBERT L. POINDEXTER
Executive Deputy Superintendent

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DIVISION OF ADMINISTRATIVE AND SURVEY RESEARCH

OFFICE OF **RESEARCH AND EVALUATION**
THE SCHOOL DISTRICT OF PHILADELPHIA